

# THE CEA CRITIC

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## Report on Revision of Ph.D. Curriculum in "English"

I am afraid that you will find nothing new or exciting in this committee report. Perhaps the most surprising aspect of it is that I hope to use only twelve of my fifteen allotted minutes. Indeed in times like these it seems hard and dull to follow Candide's advice to cultivate our garden. Yet there are war gardens as well as peaceful ones, and the task assigned to our committee is to plan better cultivation whether for peace or war. The general views here expressed are those of my committee members, Otto Birk of the University of Colorado, Charles Coffin of Kenyon, Robert Fitzhugh of Brooklyn, Sanford Meech of Syracuse, and Emery Neff of Columbia. I have supplied the binding, and any errors that you may notice.

It will not surprise anybody here that we unanimously endorse the broadening of our graduate studies. Narrow specialization has been condemned for years and is slowly succumbing. We are agreed that foreign literature, comparative literature, and philosophy are the three fields closest to us and most fruitful for our expanding studies. Even those whose chief concern still is manufacturing chains of influence must admit that these cross national boundaries—whether we study Faulkner and Sartre or Homer and Vergil. But Dr. Guérard's fine comment in his address this evening needs no gloss of mine. Our alliance with philosophy is as old as Plato.

Some scholars would add other studies to our program—the principles of science, psychology, sociology—but others fear that all this variety would, in the words of Emily Dickinson's father, "joggle the mind." One wise suggestion is that we allow additional studies only to our better students on an individual basis.

Second, your committee echoes the general call for training better teachers in our graduate programs—"a reform long overdue," says President Nason of Swarthmore. Your committee is still suspicious of courses given by schools of education: we favor observation and guidance by our own Nestors—call this "internships" or "in-service training" if you will. Such a program must include not only how to teach but what to teach and the nature of the various learners to be encountered in community colleges, adult education and Army programs. "Versatility," says Mentor Williams, "is a prime requisite."

Third, our students should learn to write clear and graceful English. Some of us advocate graduate courses in creative writing—as did our gifted and lamented colleague, Theodore Spencer; but others would settle for readable scholarly papers. Indeed, the scandal of our "dissertation English" has reached London, where the *Times Literary Supplement* interrupts its praise to say sharply that our academic work "has become almost a synonym for inelegance in style and harshness in presentation. American scholarly books on literary subjects are often unreadable."

Tying these three aims together, we can say that there is no use in broadening our studies if we cannot train our students to transmit them successfully and cannot present them to the public in our books. Science today, scared of its achievements, stands ready to listen to us—to accept our humanizing aid, as never before in the last hundred years. But scientists will soon turn away if we can offer them nothing better than some—I say some—of the items on the *MLA* menu provided at the Hotel Statler this week.

As our committee surveyed graduate work in scattered universities, we were impressed by the wide variety in our ways of study. In some places "a tyrannical oligarchy, entrenched and self-perpetuating continues to train others as they themselves have been trained." In other places, especially where good students have entered from good undergraduate colleges, the revolution is an accomplished fact. There young teachers are getting "in-service" training; seminars overlap departmental boundaries; research topics are selected on a broad and cooperative basis; and are reported in a readable style. One thing only is lacking: all this fine activity is not reported in the college catalogs or in any other public place.

With this disparity among the universities, we seem to have a double task: to continue these experiments and to publicize them. We must let our right (conservative) hand know what our left (experimental) hand is doing.

Most of us know that the National Council of Teachers of English has been at work for years on a three-volume study of the English curriculum from kindergarten to graduate school, a work documented with statistics and answers to questionnaires. Part of volume 3 will concern our present problem; but, though partial reports have been made at National Council meetings and printed in *College English*, publication of the complete report lies in the dim future.

While this big study is in preparation, there are dozens of problems to be solved and to be publicized and even formulated in college catalogs. If, for instance, we broaden our studies, what will we necessarily drop from our present curriculum? Professors Zetler and Crouch of Pittsburgh propose the heresy of dropping the required doctoral dissertation to make room for a year's work in science, the social studies, the fine arts, and education. Miss Rachel King suggests a new doctoral degree, made up of three masters' degrees in three different fields at two different universities. Whether these proposals delight or horrify us, the problem remains to be solved.

We must decide, too, how best literature and philosophy can be married. This will not be easy, for the philosophers themselves produced a 300-page book five years ago without reaching an agreement on how philosophy should be taught.

When we begin to improve the art of teaching, we must concern ourselves not only with pedagogical methods but with what to teach. (As we leave the path of literary history for analysis of texts and social significance, we can see the historians marching the other direction from special topics to simple chronology.) Interdepartmental studies, like American civilization, raise many problems—for example, whether Emerson is a philosopher between Kant and William James or a familiar essayist between Montaigne and Agnes Repplier, or a lyceum lecturer before Bryan. And even after we have refreshed our graduate students on the elements of grammar and composition (which they will have to teach), there remains the task of persuading (one member suggests "conditioning") them to want to grade themes.

Our task, then—not of a mere committee but of our whole organization—is to publicize our experience in meeting such special problems so that a pattern and a standard will emerge, acceptable to most and transferable between good universities. We have unique opportunities in our young, informal organization, our frequent regional meetings, our argumentative *CEA CRITIC*, and our occasional chap-books. We must assume these tasks as a matter of self-preservation in universities headed toward science and in a world headed toward destruction, but looking to us and the best of the past for light and guidance.

WILLIAM L. WERNER, Chairman  
Pennsylvania State College

(Accepted at Annual Meeting of the College English Association, New York City, December 27, 1950. Report released by CEA Executive Secretary, Maxwell H. Goldberg, from national CEA office, 11 Old Chapel, University of Massachusetts, Amherst, Mass. Additional copies supplied on request. Permission is granted for the reproduction of this report in whole or in part.)

An item on William Werner's CEA Report on Revision of Ph. D. Curriculum appeared within a box in the Education Section of the *New York Times* for Sunday, January 7, 1951.

NEXT ANNUAL  
CEA MEETING  
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DETROIT, MICHIGAN

## THE CEA CRITIC

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## Resolution

True to her oral assurance given at the Annual CEA Meeting, Lillian H. Hornstein (N.Y.U.), president of the New York Council of College Teachers of English for New York and Environs, has sent us a copy of a resolution which should interest CEA members:

**Resolution Adopted Unanimously** by the College Conference on English in the Central Atlantic States at their thirty-sixth annual meeting and by the New York Council of College Teachers of English, sitting jointly on October 22, 1949.

## A Statement Regarding the Teaching of College Composition

Because a thorough training in the writing of English is indispensable to every college student regardless of his specialization, the College Conference on English in the Central Atlantic States and the New York Council of College Teachers of English express deep concern with the proper teaching of composition in our colleges. The inadequate performance of many college students in written English indicates that the present instruction often does not achieve even a minimum standard. Students come from high school lacking adequate skill in written English, especially in grammar, spelling, vocabulary, and composition. Without sections of manageable size a college instructor, no matter how conscientious and able, cannot bring his students to a mature respectable level of literate and clear presentation of facts and ideas. We therefore urge our college administrations and departments of English to cooperate in holding the size of composition classes to a maximum of eighteen students.

Thanks for all you did to make my first CEA Annual Meeting profitable and enjoyable.

E. J. RUTAN

E. Carolina Teachers' Coll.

\* \* \*

I was very sorry indeed that I could not get to the meetings in New York during the holidays ... because I missed, as I hear, some excellent papers...

HERBERT N. DILLARD  
V. M. I.

"I was disappointed that I was not able to attend the dinner meeting Wednesday night... I hope you had good meetings ... and were able to make plans to your satisfaction. With every good wish for the new year..."

HELEN C. WHITE  
University of Wisconsin

## Hunting and Hiring

Albert Madeira was, without doubt, one of the busiest men in the Hotel Statler during the December meetings. William Owens and William Doherty, both of Columbia, gave him much assistance. Yet, for the most part, he himself took care of the New York activities of the CEA Bureau of Appointments; and he did so with a fine blend of efficiency and friendliness. As might have been predicted, the number of registrants far exceeded the number of enquiries concerning candidates to fill vacancies.

Toward the end, general opinion seemed quite definitely crystallized. It was to this effect: because of the unsettled world and national situation, the employment activity usual at the December meetings, was being postponed to March, April, or even later.

Nevertheless, when the meetings were over and preparations were being made to shift Bureau operations back to Amherst, there was a sense of service rendered. In approving the efforts of the CEA to conduct, openly, a non-profit Appointment Bureau for its members, William Parker, as MLA secretary, once wrote: "Everyone knows that hunting and hiring is an important part of all our meetings, and it is not, in my opinion, a healthy thing to have such activity appear either sinister or unrespected."

It was to provide a means, at once informal and dignified, of translating into positive terms the implications of Secretary Parker's sound observations quoted above that CEA made available, at the recent New York meetings, the facilities of its Bureau of Appointments. The provision of these facilities was, in itself, a contribution to professional tone and morale not to be lightly dismissed.

Current activities of the CEA Bureau of Appointment have not ended with the efforts at the Hotel Statler. Albert Madeira's present plans include the listing, in a forthcoming issue of THE CEA CRITIC, of all registrants who so wish, without their names and institutional affiliations, but with an accompanying statement of their qualifications and of the positions desired. Mr. Madeira intends, also, to circulate, among heads of English Departments in American institutions of higher education, off-prints of this list.

Meanwhile, he wishes to invite department heads and others responsible for filling vacancies, to

let him know what these vacancies are, what salary may be expected, and what qualifications an applicant ought to have. He emphasizes the fact that a large number of very well qualified and highly desirable college teachers are now registered with the CEA Bureau of Appointments.

From Henry Seidel Canby, who could not attend the Annual CEA Meeting, we have received the following message: "Congratulations on your progress. I find THE CEA CRITIC one of the meatiest of such journals."

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# "Today's Reality", Annual CEA Meeting 1950

Attendance at the Annual CEA Meeting (Holland House Taverne, December 27, 1950) met the expectations of those who planned it; and, according to comments made since, gratified those who came. Allen B. Kellogg (Indiana Central College) has characterized the gathering as "the most successful national meeting I have attended." Albert Guérard (Brandeis University) whose address on *The Quick and the Dead* drew an ovation, has written to tell us that he "greatly enjoyed the meeting of the CEA."

Also, Professor Guérard has referred to Robert Fitzhugh's presidential address, "An Invasion of Privacy", as a "jewel" of a discussion of the comic; while a number of compliments have been paid to William Watt (Lafayette), who as "MC of the CEA", dexterously wore, in balanced combination, the academic mortar board and the jester's cap and bells.

The report of William Werner's committee on revision of the Ph.D. curriculum in "English" was recommended for widest distribution; and that of Amanda Ellis' committee on equitable loads for teachers of English in the high schools was received with deep appreciation for its generous and eloquent statement of concern about the problems of our colleagues in the secondary schools.

The large number of national and regional CEA officers—past and present—who attended made the meeting historical; and, conversely, the meeting meant a great deal to such CEA veterans as Robert Gay and Burges Johnson,

both of whom, as guests of honor, represented the "founding fathers."

\* \* \*

Here are Burges Johnson's impressions:

"When I first caught sight of the group assembled around that table at the Holland House Taverne I felt much as one would feel when waking from an excitingly pleasant dream to find it a reality. The dream was dreamed several years ago, and at that time it seemed fantastic when I woke from it, as I did at frequent intervals. But today's reality goes well beyond that old fantasy."

\* \* \*

The Committee on Arrangements and Hospitality consisted of the following: William Owens (Columbia) chairman; J. Gordon Eaker (Jersey City Jr. College); Thomas Marshall (Western Maryland); Edward Foster (Georgia Tech); Ralph Tieje (Champlain); Alvan S. Ryan; Katherine Koller (Rochester); Ellsworth Barnard; Albert Madeira (Smith); Warren Smith (Rhode Island); G. Harris Daggett (New Hampshire); Strang Lawson (Colgate); I. Massey (Harvard); Paul Cavanaugh (Wagner).

\* \* \*

At every stage in the shaping of the CEA program in New York, William Parker, John Fisher, and other national MLA officers proved very helpful, as did Hoxie N. Fairchild and his local MLA committee.

\* \* \*

A word of thanks, also, to W. P. Albrecht, editor of *The News Bulletin* of the Rocky Mountain MLA; and to Gerald Rozner, of J. B. Lippincott Co.

\* \* \*

Thanks of the CEA to the following for their messages of regret at not being able to attend the Annual Meeting and for their good wishes and assurances of support to CEA: John Holmes (Tufts); Joseph Warren Beach (Illinois); N. Bryllion Fagin (John Hopkins); Carroll Towle (New Hampshire); Norman Foerster (Duke); Irving L. Churchill (Coe); Wylie Sypher (Simmons); Howard Bartlett (MIT); Frederick Holmes (Northeastern); Balfour Daniels (Houston); Ernest Leisy (So. Methodist); Gordon K. Chalmers (Kenyon); Francis Mason (Gettysburg); Joseph A. Giddings (So. Dakota); Odell Shepard (Waterford, Conn.); Percy H. Houston (Occidental); Henry Seidel Canby (New York); Osborne Earle (Brandeis); Eric W. Carlson (Univ. of Conn.); Francis

Bowman (Duke); George Wykoff (Purdue); Raymond W. Pence (De Pauw); Bruce Dearing (Washington D.C.—on leave from Swarthmore); Kenneth Cameron (Trinity College, Hartford, Conn.); Eva Schiffer (Radcliffe); C. Herbert Huffman (Madison); W. Otto Birk (Univ. of Colorado); Jessie Rehder (North Carolina Women's College); Carrington C. Tutwiler, Jr. (VMI); Raymond Ephraim Dixon (VMI); Walter Simmons (Rhode Island); Paul Reynolds (Rhode Island); Carl Bode (Univ. of Maryland); Charles Cooper (Whittier); Chandler Parkhurst (B. U.); Jane Moriarty (Wisconsin); Strang Lawson (Colgate); Sister M. Vincentia (Albertus Magnus); W. E. Schultz (Illinois Wesleyan); Donald T. Brodine (Vermont Academy); Louise Hening Johnson, (Jamestown College); Helen C. White (Wisconsin); Herbert N. Dillard (VMI); and others.

\* \* \*

On Thursday, December 28, at The Players', an informal meeting was held which, according to the chairman, Robert Fitzhugh, was a CEA "first". It was a gathering of CEA regional and national officers and committee members, for the double purpose of becoming acquainted (or better acquainted) with one another and of discussing future CEA developments. Those present included: Robert Gay; Burges Johnson; Morse Allen (Trinity College, Hartford, Conn.); Edward Foster (Georgia Tech); Joseph Hendren (Western Maryland); Edward Davison (Hunter); Maxwell H. Goldberg (Univ. of Mass.); Norman Pearson (Yale); Alan McGee (Mount Holyoke); Alvan S. Ryan; Russell Noyes (Indiana); Robert Mattuck (Goddard); Samuel Bogorad (Univ. of Vermont); Kenneth Longsdorf (Franklin and Marshall); T. W. Pearce (New Mexico); William Clyde DeVane (Yale); William Werner (Penn State); Ernest Van Keuren (Univ. of Illinois at Chicago); A. L. Hench (Univ. of Virginia); William Watt (Lafayette); F. Cudworth Flint (Dartmouth); A. K. Davis (Virginia). It was a matter of regret that belatedly recalled house rules against women guests at The Players' prevented Belle Matheson, secretary-treasurer of the Penn. CEA, and other women officers of CEA from joining this group. The Committee on Arrangements is indebted to Miss Matheson for the graciousness with which she accepted the situation and forgave those who unintentionally had created it.

In several instances, regional officers who could not be present at the Annual CEA Meeting designated proxies to act as their official representatives. A. M. Lipscomb (VMI) represented Carrington C. Tutwiler, Jr., president of the CEA affiliate for Virginia, North Carolina, and West Virginia; and Leland Schubert (Madison) represented Herbert Huffman (Madison), vice president for the same group. Jessie Rehder (North Carolina Women's College), secretary-treasurer of this organization, herself planned to attend the national meeting; but found it necessary to give up her plan. The thoughtfulness of those who designated representatives and the willingness of those representatives, on short notice, to serve—both merit note in the account of recent CEA activities in New York. On similarly short notice, Howard Vincent, president of the Chicago CEA unit, joined the national CEA gathering; and this, too, is worthy of special note.

Let this, too, go into the record; that one of the "book men", seeing us short-handed, put in a stint selling tickets for the Annual CEA Meeting.

The following have been named to a CEA committee on recognition of undergraduate excellence in English: T. M. Pearce (New Mexico), chairman; Edward Davison (Hunter); Alvin S. Ryan; Morse Allen (Trinity College, Hartford, Conn.); Katherine Koller (Rochester).

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### Sidelights on Sinclair Lewis

Franciscan nuns who attended Sinclair Lewis (died in Rome, Jan. 10, 1951) in his last hours say that in his brief periods of lucidity, he often repeated, "I am happy. God bless you all." ... He was alone at his death except for the physicians and nurses at his beside ...

He was working on another novel which, he said, was to have as its theme "the middle class, that prisoner of the barbarian twentieth century." As far as is known, he had not selected a title for it ... Interviewed in 1950 in his villa near Florence by Thomas A. Barry, he said: "I don't know what to do about anything. I'm not a reformer. I really don't care..."

Lewis used to acknowledge that he had been fired by the Associated Press, the San Francisco Bulletin and several other newspapers for incompetence ... At one time he sold short-story plots to Jack London... For a while he was editor of *Adventure Magazine*. ... In 1926 he refused the Pulitzer Prize for the best novel of the year. His reason: the prize was hedged about with the restriction that the winning novel must portray "whole-some aspects of American life."

Commenting on the news of the death of Sinclair Lewis, the Mayor of Sauk Centre said: "All of us love him: we were proud to call him our own no matter what he wrote." He added: "We were a little put out when 'Main Street' first came out, but we soon forgot it. We soon saw the humor of his writings and were happy that we were a part of them."

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### The Listening Post

A quick sampling of recent issues of *School and Society* yields, as usual, many good things succinctly said—among them these three.

N. Dean Evans (Oct. 14) tells of visiting Ayot St. Lawrence last summer, jiggling a brass door-knocker inscribed "G. B. Shaw, Man and Superman," asking the sage what he meant by "He who can does" etc.—and getting an answer.

Mildred R. Larson (Sept. 16) summarizes Robert Frost on how the college can eliminate "false curves" by means of three devices: "research laboratory," "studio apprenticeship" and "salon of good minds." Frost, who abhors the idea that "the Muses find some mischief still for idle hands to do" and once told a student "Don't work; worry!" says that the hired man reminds him of "the normal undergraduate because he is so different."

John S. Diekhoff (Oct. 14), arguing that "general education is not a luxury to be dispensed with in time of war," reiterates that "a compleat and generous Education" is "that which fits a man to perform justly, skillfully and magnanimously all the offices both private and public of Peace and War."—Sidney Kaplan  
University of Mass.

The new critical journal *Measure*, a quarterly published by Henry Regnery Company, Chicago, is running a series of four articles by T. S. Eliot on the aims of education, beginning with the Winter issue.

In the Autumn issue of the A. A. U. P. *Bulletin* are three articles, all by English teachers, that will interest many readers of the CEA CRITIC: "The Departmentalization of Knowledge" by Marvin T. Herrick; "What Price Literature?" by Charles I. Glicksberg; and "The 'Anxious Generation' and the Humanities" by Gaylord C. LeRoy.

Alvan S. Ryan  
Brattleboro, Vt.

The national executive secretary represented the College English Association at the Centennial Celebration, Heidelberg College, Tiffin, Ohio. At Heidelberg, he heard Gordon Keith Chalmers vigorously participate in a symposium on college education; and, during a car ride from Tiffin to Vernon, he had a rewarding talk with Dr. Chalmers. At Otterbein College, he visited Paul Bunyan Anderson, many years ago his own instructor in English.

### Acknowledgment

In his Annual Letter to Alumni Teachers of English, Dean Frank Prentice Rand, one of the past national CEA officers attending the Annual CEA Meeting, points out the "major contribution" made by the University of Massachusetts generally and the local Department of English specifically to the "vitality and distinction" of post-war regional and national CEA developments.

To this we add our own "Amen"—and our thanks: to Dean Rand himself and our Departmental colleagues: to Donald P. Allan (Secretary, Extension Service) and Radie H. Bunn (Editorial Office, Extension Service); to Robert McCartney (News Editor) and Arthur Musgrave (Director of Publications); and to Dean William L. Machmer, Secretary James Burke, and President Ralph Van Meter. Without their cooperation and moral support, our job as CRITIC editor and CEA executive secretary would have been far more difficult than it proved during the first year.

### English Workshop at Purdue

Purdue's first English Language Workshop will be held this coming summer from June 18 to July 7. The Workshop will offer intensive study in the science of language, historical and descriptive grammar, semantics and usage. At least a third of the time will be devoted to a consideration of teaching techniques, courses of study, and applications of linguistics to secondary English curriculums.

The English Language Workshop will give three hours of graduate credit but any interested teacher may enroll as a visitor.

Plans have been announced for the publication of a dictionary of modern American usage, designed partly to end confusion over current grammatical practices.

The dictionary will contain a compendium, or summary, of previously published reference texts on English grammar and popular American usage.

The new volume will also have a section on new material, culled largely from newspapers, magazines and books, which will give a picture of written English at different levels of literacy. Another section, which has not been definitely decided upon but seems in prospect, will take up spoken English.

With the issue of December, 1950, (No. 8), *The Periodical Post Boy* "completes his obligation to subscribers and would use the occasion to say three things. First, he thanks his friends and colleagues in the republic of periodicals for their kind letters, money, and copy. Second, he hopes they will do better. Third, he announces that with No. 9 this bulletin will alter its frequency from thrice to twice a year without changing its rate of charge. The subscription price for the six issues of 1951-53 will be one dollar."

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## On the High School Teaching Load

Isaiah Berlin, returning to Oxford after a year's teaching at Harvard, stated last year that American students are "more intellectually curious, more responsive to any influence, more deeply and immediately charmed by anything new" than are English pupils. Yet, he added, American young people cannot "either read or write, as these activities are understood in our best universities. That is to say, their thoughts come higgledy-piggledy out of the big, buzzing, booming confusion of their minds, too many pouring out chaotically at the same instant. Somewhere in their early education there was a failure to order, to connect, and to discriminate."

Canon Bernard Iddings Bell, outspoken author of eighteen books on education, states in a recent issue of LIFE magazine that he is sickened by the term "democratic education" . . . "Ours should be a 'democratic education', indeed", he says; but "the beauty of the adjective does not conceal the vacuity of the noun. Let whatever we have be "democratic"—but let it also be EDUCATION." Much of the current product, he finds is not education. He discovered that too often schools are crippled by the fact that teachers and administrators assume that the acquiring of the skills and the understanding necessary for effective thinking and honorable living is really quite easy. The truth is, he adds, that the pupil will find it difficult to learn the "disciplines of word, number, and form. Today, we cannot claim our education to be successful in instructing in any of the three."

I am in agreement with the Canon that discipline of word is lacking in our education. Our pupils, in and out of their pre-college and college classes, do not read, write, and speak the English language with facility, grace, and clarity. One has only to look at the most widely used texts in college classes in Freshman English to realize that, after twelve years of schooling, pupils are still trying to learn what a sentence is, still trying to pass spelling tests in which such words as *its*, *athlete*, and *certain* appear, still reading selections designed to help them find what the main idea is and to test the accuracy of their reading. Furthermore, after twelve years in our schools, pupils still need this training. Those examining candidates for degrees in medicine and law say that often they cannot tell whether students know medicine or law because of

the students' lack of ability to express themselves. A recent survey showed that teachers of English assert that pupils cannot write fluently or read accurately or with appreciation. Recently a metropolitan daily instructed its staff that all articles should be written for readers with a reading ability of twelve years. The growth of "Look" magazines where the pictures tell the story so that one need not read; the popularity of magazines like "Quick", where the material is so predigested that the reader gets a capsule instead of a meal, the enormous sale of comic magazines; the staggering sale of "westerns", many of them written for the immature reader—all reflect the reading level of the American people.

These failings stem from conditions that can be remedied. First, let us say, we can have a more methodical and coherent training in the basic skills, once we admit they are necessary. Let us grant that a second cause for this failure to read and write well stems from the fact that many school systems pass a pupil year after year even though his grades do not average 60%. The reason for this practice, say some, is that the pupil's personality will suffer if he feels defeated in not passing. Let us admit that a third cause for this failure comes from the lack of differential program where the slower learning group may have a chance to learn the fundamental skills. Let us grant, fourth, that some educators feel that the school curriculum is so enriched that reading and writing may be relegated to a secondary place. Let us grant, fifth, that another reason for our failure lies in the fact that, unlike Texas and New Mexico, many states do not realize that English should be taught to those speaking a foreign language as a second language. Let us grant, sixth, that the old theory that anyone can teach English is not treated with the contempt it deserves. Instead, many an administrator seems to believe that Americans have inherited the ability to speak, read, and write English. Hence, anyone, regardless of his preparation, may teach English. Let us admit, seventh, that until we have a better articulated program in English, until there is cooperation between teachers at the various levels—and I include college teachers who are too proud to condescend toward those in teaching in high school or below—our failure will continue.

The eighth greatest cause for our failure to teach Americans to read and write well, however, seems to me, stems from a cause that the College English Association can do something about. Teachers should have a chance to teach English. It's just as foolish to expect the English teacher to teach adequately 150 to 200 pupils a day as it is for a piano teacher to teach 150 to 200. In composition, grammar, and reading courses, individual differences of pupils must be recognized and dealt with. This implies a small enough teaching load for teachers to do an adequate task. One would think that anyone who had taught English composition or literature and had graded his own papers would realize that the teacher could function more efficiently if he graded 100 papers than 400, and if he talked with the poor student about his errors, and if he had time to encourage the more creative even as he directed him into new and unexplored channels.

Yet Carl Seashore vigorously attacks the contention that small classes are essential or desirable even in colleges or universities. The late Lotus D. Coffman of the University of Minnesota stated, too, that there was no reason to believe that in the smaller classes the student did better work than those in large ones. Prof. William K. Kilpatrick of Teachers College, Columbia taught many classes of 400 students. When asked if his students did the required reading his answer was that he was not interested in the required reading but rather in "required thinking". One presumes, however, that someone—or several somebodies—had to read the 400 papers those students wrote to see that the required thinking was done.

While we lament our students' inability to read and write well, we educators make surveys. I'm guilty of making one for the N.C.T.E. It resulted in a committee being appointed on teaching load, which regularly reported on teaching loads until this year when it seems to have disintegrated. In the last four years there have been 36 studies made of teaching loads, all beautifully documented, all published, all discussed. The National Education Association has an imposing list of brochures on Teaching Loads. They show classes varying from 28 to 40; the average teacher instructs 30 hours a week. Thus, we survey, we probe—and the patient suffers.

Your Committee on Teaching Load has studied carefully the reports available. We have acted slowly, too slowly, because our personnel has changed. We would like instructions from you: Are we empowered now to go to the accrediting agencies and seek reduction of teaching loads? The need is urgent.

If we believe in freedom in America, we must teach our people to read and write intelligently. To be truly free, we must have a literate nation; to be fully free, we must understand the traditions of our freedom. Reading—intelligent reading—provides one avenue for understanding this tradition.

If we believe in youth, we must give them the opportunity to read so well that they may enjoy the heritage of great books, the companionship of great minds. If we are covetous that youth live fully, we must train them so to write that they will find communication with others a pleasure, not a puzzle.

Shall we not insist that accrediting agencies, school boards and administrators give teachers an opportunity to teach reading and writing? Shall we not give pupils the privilege of mastering the basic skills?

AMANDA ELLIS  
Colorado College

(Chairman, CEA Committee on high school teaching load. Other members: George Wykoff, (Purdue), Francis E. Bowman, (Duke). Report presented at Annual CEA Meeting, New York City, December 27, 1950.)

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**Regional CEA Meetings****SOUTHEAST**

(Program Chairman, Edward Foster)

Place: Georgia Institute of Technology (Atlanta)

Time: February 17

Speaker: Sir Richard W. Livingstone

**PENNSYLVANIA**

(President, Bruce Dearing, Swarthmore)

Place: Gettysburg College

Time: Spring

**NEW ENGLAND**

(President, Alan McGee, Mount Holyoke)

Place: Mount Holyoke College

Time: April 28

**NEW YORK**

(President, Katherine Koller, Rochester)

Place: Syracuse

Time: Spring

**CHICAGO**

(President, Howard Vincent, Illinois Tech.)

Place: Roosevelt College

Time: Spring

**INDIANA**

(President, Raymond W. Pence, De Pauw)

Place: Anderson College

Time: May 11-12

**MIDDLE ATLANTIC**

(President, N. Brillion Fagin, Johns Hopkins)

Place: Western Maryland College

Time: Spring

**VIRGINIA-NORTH CAROLINA**

(President, Carrington C. Tuttler, Jr., Virginia Military Institute)

Place: University of Richmond

Time: Fall

**Southeastern Regional CEA Meeting**

Saturday, February 17, 1951  
Georgia Institute of Technology

The first meeting of the newly formed CEA affiliate tentatively including Alabama, Florida, Georgia and South Carolina is being planned for Saturday, February 17, at Georgia Tech. Sir Richard Livingstone, classicist and Vice-Chancellor of Oxford University will be main speaker.

Program Chairman Edward Foster (Georgia Tech) has sent out preliminary announcements to heads of English departments in institutions within the limits (very flexibly defined) set up for the new CEA unit. Since the intention is to invite to the meeting all college teachers of English in the region, the program chairman would welcome current lists of members of college English departments in the area.

Initial provisions for the February gathering were made by a group of regional representatives who came together at the December meetings in New York. The chairman of this group was Andrew J. Walker (Georgia Tech). SAMLA President C. A. Robertson (Univ. of Florida) acted as adviser and consultant, so that the projected CEA regional activities might be cleared and coordinated with those of his organization.

Others who participated were: Calvin Brown (Univ. of Georgia); Charles I. Patterson (Alabama Polytech); Nathan Starr (Rollins); Harry Warfel (Univ. of Florida). In addition, the group benefited from preliminary consultation with: J. P. Stoakes (Florida State); James Macmillan (Univ. of Alabama); W. R. Patrick (Alabama Polytech); and others.

National CEA was represented by Robert Fitzhugh, Thomas Marshall, and the executive secretary.

The accompanying supplement to the January 1951 issue of THE CEA CRITIC is a complimentary contribution sponsored by Massachusetts friends of the World University Service (formerly the International Student Service), who hope that it will prove interesting and useful to CEA members and other readers of THE CEA CRITIC. Copies of this reprint of "Higher Education for Citizenship: a Larger View" are being distributed both through the American WUS affiliate—The World Student Service Fund and through the general headquarters of the World University Service, Geneva, Switzerland.

Responses to Professor Malone's talk were made by Professor Elizabeth Nitchie, of Goucher, and by Professor Thomas Marshall, of Western Maryland. Dr. Nitchie pointed out that the well taught teacher should be able to lecture easily, place his voice to best advantage, lead in a discussion skillfully, and guide students in-

**Middle Atlantic CEA Fall Meeting**

The fall meeting of the College English Association, Middle Atlantic region, convened at Levering Hall, Johns Hopkins University, on the evening of December 8, 1950. Following an informal dinner President N. B. Fagin, of Johns Hopkins, opened the meeting at eight P.M. and after brief business proceedings introduced the principal speaker, Professor Kemp Malone, who spoke on the subject of the "The Well Taught Teacher."

Dr. Malone first presented a brief historical sketch outlining the evolution of English study as an academic subject, and from there moved into his main topic, the training of teachers in the graduate school. The proper aim of graduate study, the speaker pointed out, is an acquaintance with important techniques, along with proficiency in a special study leading to a doctoral dissertation. In such a program the main attempt should not be to cram the student with knowledge but to show where the gaps in knowledge exist. At the same time, the graduate student must be wedded to his subject, growing in due time into an authority who is master of the details and relationships in his chosen field. Such mastery is a form of creation and such a man will be equipped as a teacher because he will know what he is talking about; moreover, he will also realize that the whole truth is never revealed, but that teacher and student are fellow-seekers having a common goal.

Though the graduate student is more mature than the undergraduate, Dr. Malone added, both types of student confront the same basic problems. One of our prevalent errors is to set our intellectual sights too low; in fear of talking over students' heads we tend to aim instead at their feet. Treating students as schoolchildren does not help them become intellectual adults. What must be aroused is an inquiring and critical spirit. The four years of college training should be revolutionary. Entering college as an adolescent, the student should emerge a man in his thinking.

The revised edition includes many new allusions and illustrations, and exercises for all the chapters have been increased in number and revised to make them more timely and pertinent. The chapter on logic has been enlarged.

to a richer experience with literature. Attention to these practical skills, however, should not be allowed to crowd out the graduate student's main task of mastering his subject. Dr. Marshall emphasized the need of sound teaching technique, pointing to the value of practice in such fundamentals as the organization of materials for college courses. Seminars and graduate clubs can, without attempting formal instruction, be useful as trial grounds where prospective teachers may discover their faults and profit by objective criticism.

From here on, the meeting was open to general discussion, which hinged mostly on the problem of proper balance in graduate work of subject study and practical training in teaching techniques.

At this meeting the officers and executive council laid tentative plans for a spring meeting to be held at Western Maryland College.

**JOSEPH W. HENDREN**  
Western Maryland College

The meeting at Brandeis, I thought, was a grand success.

**JOHN L. BASTION**  
**M. I. T.**

I am very sorry that I could not get to either regional conference of the New England CEA this year. I hear particularly enthusiastic reports about the Brandeis University meeting.

**ROBERT WITTINGTON**  
Smith College

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